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ABSTRACT

This second annual consolidated report of key statistics covers the status of culturally diverse children in the Portland (Oregon) School District during the 1986-87 school year. The district enrollment by ethnic group as of October 1, 1986, included 37,907 White, 7,913 Black, 3,881 Asian, 1,111 Hispanic, and 1,068 American Indian students, with a total enrollment of 51,880 students. The statistical data fall into the categories of student performance, access to programs, curriculum, staffing, and policy/advisory group representation. Student achievement data cover test scores, school grades, absences, high school dropout rates, and suspension rates. Program access data cover programs for talented and gifted students, high school magnet programs, special education programs, programs for English as a second language and bilingual programs, Chapter 1 programs, and Project SEED (Special Elementary Education for Disadvantaged Students). Multicultural curriculum topics addressed include efforts at expansion, the core curriculum, and specific groups served. The cultural diversity of teaching personnel is examined, and ethnic group participation in formulation of district policies is assessed. Thirty-five tables provide the statistical data. (TJH)

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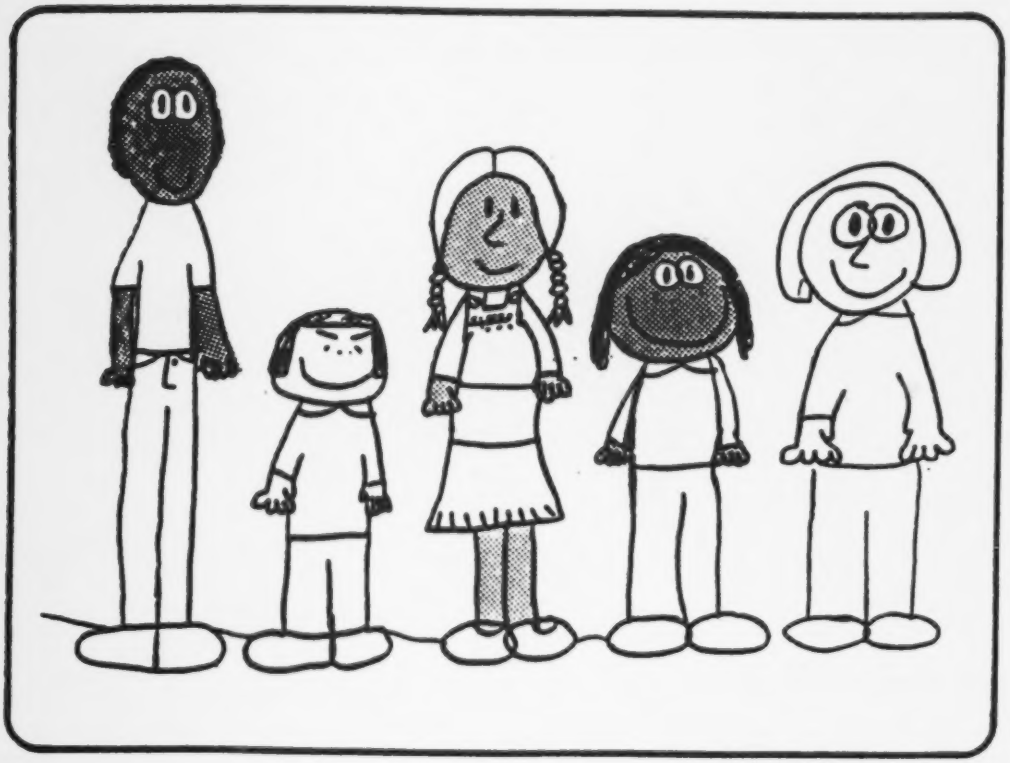
A Statistical Portrait of the Multicultural/Multiethnic Student Population In Portland Public Schools



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PREFACE

In the fall of 1985, the Portland School District Board of Education adopted an objective to:

> "Prepare an annual consolidated report of key statistics indicating the status of culturally diverse children in the Portland schools in major areas affecting their education, including: student performance, access to programs, curriculum, staffing, and policy/advisory group representation."

The first such report was published 14 January 1986. It included data for the 1984-85 school year as well as longitudinal data going back through the 1980-81 school year. The data for this second annual report were gathered and assembled into a draft by the Office of Management Information Services from various district offices and departments. The most recent available data was gathered for the 1986-87 school year. The draft report was then reviewed and edited by the district offices and departments involved. This final version of the report was produced by the Research and Evaluation Department.

This report is one more step of a long journey of understanding and improving the education of all children in Portland Public Schools. As part of carrying out its commitment to the pursuit of equity and excellence for all its students, the district continues to centrally gather and analyze statistical data on its culturally diverse student population, and to use that analysis for informed decision-making. The data presented here are being used by district staff to plan and to improve programs and services aimed at helping all its students learn as much as they can in appropriate and fair ways. The purpose of this report, and the annual statistical reports which are to follow,is to assist the district and the community in making informed decisions leading to improved equity and excellence in the Portland schools.

We gratefully acknowledge the contributions to the report by many persons, organizations, and departments. Special recognition is due to the Desegregation Monitoring Advisory Committee (DMAC), and the departments of Information Services, Multicultural/Multiethnic Curriculum, Special Education, ESL/Bilingual Education, Student Services, and Administrative and Line Support.

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INTRODUCTION

One of the greatest challenges facing American education today is the differences in school performance among students of different ethnic groups. Thirty-three years after Brown vs. Topeka, and 22 years after the Elementary and Secondary Education Act of 1965 propelled our nation along the road to equitable and excellent education for all children, there are signs that the achievement test scores of minority students are beginning to catch up with those of non-minority students on a nationwide basis. The remaining gaps in achievement test scores and other indicators of student performance, however, are still large and perplexing.

In identifying and dealing with differences in performance by its students, the Portland School District rejects simplistic analyses of complicated phenomena or superficial solutions to complex problems. By dedicating ourselves to data-based research, evaluation, and monitoring of differences in performance measures by various student groups, and to collaborative efforts to minimize such differences the district has chosen a hard path, but the only one that gives real promise of discovering long term educational approaches that are truly equitable and excellent.

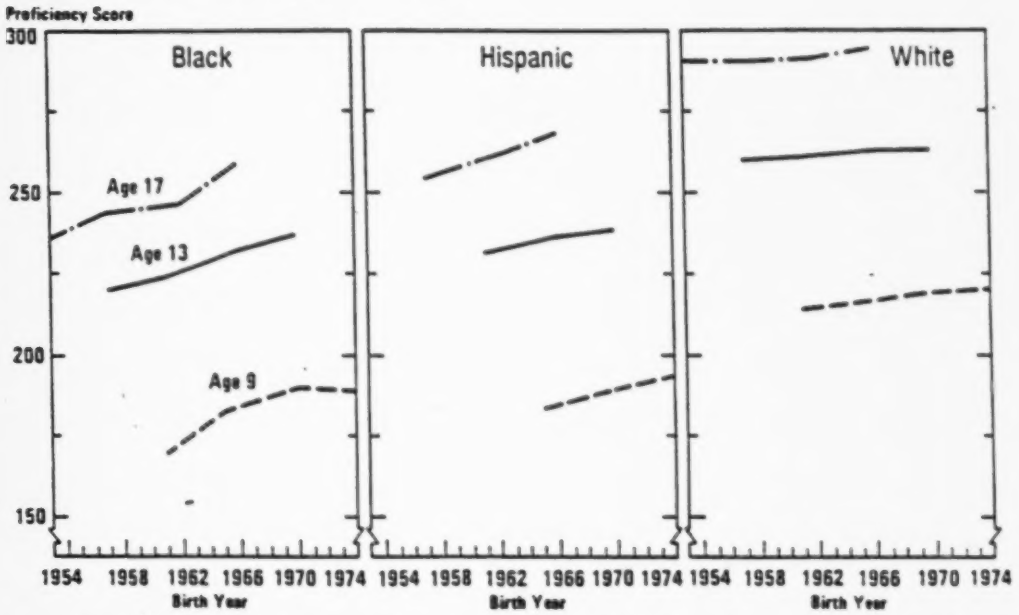
This Introduction presents some of the national data on student performance by ethnic group and reports why and how the Portland School System has begun reporting and using disaggregated student and system data at each of the key levels in the system, and some of the effects of such reporting.

According to a recent report by the U.S. Congressional Budget Office (Trends in Educational Achievement, 1986), there is evidence from a variety of tests administered to students of various ages in different localities that:

> Recent years have seen a shrinking of the long-standing difference between the scores of Black and non-minority students on a variety of achievement tests. The evidence pertaining to other ethnic groups is more limited but there are suggestions of relative gains by Hispanic students as well. While the change has been small relative to the remaining gap between the minority and non-minority students, it has been consistent from year to year and could prove substantial over the long run (U.S. Congressional Budget Office, 1986, pp. 74-75). (See Figure 1.)

Figure 1

Trends in Average Reading Proficiency for White, Black, and Hispanic Students, by Birth Year



SOURCE: National Assessment of Educational Progress, *The Reading Report Card* (Princeton: NAEP/Educational Testing Service, 1985), Data Appendix.

Although this Congressional report raises cautions about the limitations of the data upon which this trend is based, its authors conclude that the patterns observed seem genuine.

For example, the average scores of Black students:

- Declined less than those of non-minority students during the later years of the general decline;
- Stopped declining, or began increasing again, earlier; and
- Rose at a faster rate after the general upturn in achievement began.

Recent evidence of progress toward diminishing the national achievement gap has, however, only begun to reverse the severe educational disadvantage of many minority children. Evidence of such continuing disadvantage includes:

- The dropout rate for minority students in some parts of the country is as high as 80 percent, versus a national average of less than 20 percent for non-minority students.
- Minority students are often two to three or more grade levels behind on achievement measures. For example, the Southern Regional Education Board reports that on National Assessment Tests, "The reading achievement levels of Black eleventh-grade students is basically the same as for White seventh graders." (SREB, 1986, p. iv.)

- In 1985 Black students had SAT Mathematics and Verbal scores that were 115 and 103 points lower than White students. Hispanic student scores were 65 to 67 points lower.

- Black students are approximately three times as likely to be in a class for the educable mentally retarded but only half as likely to be in a class for the gifted and talented as White students.

- Black and Hispanic students are two to three times as likely to be suspended or expelled and only half as likely to be enrolled in courses that lead to a college education.

And the list goes on.

Almost daily the Superintendents, Boards of Education, staffs, and communities of school systems around the country find themselves searching for answers to serious and complex questions of equity, efficiency, and excellence in education. The encouraging nationwide trends in reducing the achievement gap are due in large measure to such efforts.

The questions that continuously emerge as we strive to develop policies and programs to improve the academic and social performance of all our students and to regain the confidence and support of our publics include:

- How to improve student motivation and behavior and thus reduce such crippling and costly problems as dropouts, absenteeism, violence, and vandalism?

- How to better assess and improve the performance of our students and the effectiveness and success of our programs?

- How to better identify and respond to the needs of special student populations; e.g., the disadvantaged, the handicapped, bilingual and multicultural, gifted and talented?

- How to better select for and support improved staff competence in helping students gain academic, instructional, social, and personal skills?

- How to better gain and equitably utilize funding for our systems that is adequate and secure?

- How to improve communication with and involvement of our parents and community?

Answers to these pressing problems of education may best be discovered if we continue to work toward creating:

- Accurate, accessible, and timely data on the nature and extent of the needs of our students;

- Valid, reliable, and efficient measures of the progress our students are making so that we can identify the programs and practices that help them overcome the impediments to success in school; and

- o Field-based as well as fundamental research on new teacher and technology-based approaches to enhancing the productivity of instruction and schooling in responding to our students' needs.

It takes courage, commitment, and trust for a school system to introduce into the public discussion ethnic group differences in achievement test scores and other student and system performance and status indicators. Many districts do not yet develop and disseminate such data. The Portland School District has done so because it believes that achievement test data, as well as other student performance and status data, disaggregated by ethnic group, is helpful in planning, management, resource allocation, instruction, counseling and evaluation at every level of the schooling enterprise. At the district level the availability of disaggregated data helps the Superintendent, the Board of Education, the Administration and the community formulate and monitor efforts to raise the achievement and education levels of all students, especially those lagging behind. Data-based research and evaluation on the causes of and solutions to educational gaps become possible at every level. Program directors and building managers are helped to monitor and improve their units' efforts to bring about improvements. Teachers, parents and others directly involved in instruction can evaluate the effectiveness of their efforts to help student groups and individual students progress through the curriculum.

This districtwide reporting of disaggregated data has been undertaken with the support of and collaboration with the district's Desegregation Monitoring Advisory Committee (DMAC), a consortium of representatives of community groups concerned about equitable and excellent education and for education that is

truly multicultural. The District's Management Information Services Office coordinated the data collection; the Research and Evaluation office reviewed and analyzed the data, and produced the report. The assistance of the Northwest Regional Laboratory was obtained in designing and developing the initial report.

This report shares relevant districtwide analyses of data on culturally diverse children in Portland Public Schools to assist district decision makers in developing a general understanding of the status of these students in the district. The districtwide report presents findings on which the district bases planning of its efforts to address concerns regarding culturally diverse children. Similar data is reported and used at the program, building, and classroom levels. This promotes problem identification and solving at each key level in the system.

The Portland initiative in reporting disaggregated data is founded upon the following values, principles, and goals:

o All students can learn.

  The District rejects the suggestions in some quarters that the observed differences in the achievement levels of students of various backgrounds are inevitable. Instead the District believes that the barriers to high levels of achievement by all students are surmountable and that research-based solutions can be used to create schools in which all students achieve at levels which will help them be productive members of society while meeting their personal goals.

- o Helping all students learn up to their potential will require complex solutions to complex problems. There are no simple solutions or panaceas.

The District recognizes that the existing research on obstacles to student achievement indicates that the underlying problems are often long term - beginning as early as the prenatal environment; and, both complex and pervasive - with elements being found in the home, community, peer, and school environments and cultures.

In accord with its recognition of the complexity of these issues, the district has avoided simplistic projections of a fixed time by which differences between performance indicators by ethnic groups will be eliminated. Instead, the best data available at each level in the system is being used to understand why some students are not currently making the progress at the levels hoped for and plans are being developed and carried out collaboratively to raise the achievement of each individual student and each student group now lagging behind as far and as quickly as possible.

- o Teachers, principals, students, and parents are vital partners in this effort.

The learning process is inextricably intertwined with a student's entire life. Truly productive learning and complete development as a person requires consistency and excellence of support across home, classroom, school, and community environments.

In designing this report a variety of information sources were used to identify areas of concern regarding culturally diverse children. These included concerns expressed by the lay public and local school personnel. They focus on the following five general areas for analysis:

Student Achievement. What are the levels and rates of gain of performance of culturally diverse student groups in the district?

Program Access. To what extent do children from diverse cultures participate in district programs?

Multicultural Curriculum. In what ways does the district's curriculum address appreciation and knowledge of one's own culture or the cultures of others?

Teaching Personnel. To what extent does the district's teaching staff reflect the cultural diversity of its students?

Polity Representation. Do the groups which participate in the formulation of district policies reflect the cultural diversity of the students?

After a brief profile of our student population and groupings, these five areas are addressed separately in the sections to follow. The final section presents a synthesis of the findings and points out some possible directions for further inquiry and discussion.

This report itself does not attempt to identify the causes of the conditions it profiles. Instead, it presents an honest and accurate statistical portrait of culturally diverse children in the district on selected variables for which data are available by ethnic group. The district's ongoing problem identification and solution process in collaboration with the community is informed and guided by the data in the profile. The districtwide data in this report is also articulated further at program, building and classroom levels where it is used as an integral part of school and classroom improvement, evaluation and planning.

CHAPTER I -- STUDENT POPULATIONS AND GROUPINGS

Every child is unique. In that sense, all children are culturally diverse. It is, however, useful to put children in groups to find out how much they are benefitting from public education. This is particularly useful when: (1) the groups consist of children who share some common characteristics, (2) there are distinct differences among the groups, (3) the grouping has meaning in the real world, and (4) there are sizeable numbers of children in each group.

It is possible to group students in Portland Public Schools along cultural lines in several ways. For example, in registering students, the district currently puts them in the following categories: American Indian, White, Black, Asian and Hispanic. The Curriculum Department identifies six groups of students in developing multicultural materials. The English-As-A-Second-Language Program has 50 groups of students who speak different languages at home.

Many students do not fit into one and only one group. Whenever students are counted in only one category, the uniqueness of the individual student is lost. However, more narrowly defined groups do provide, while recognizing greater commonality among students, precise information about that group's members; more broadly defined groups blur that precision.

This report uses a pragmatic approach to grouping students. For the most part, students are grouped by whatever cultural group indicator is commonly accepted and produces results most conducive to improvement efforts. The grouping does

not represent the full spectrum of cultural diversity among students in the district. Tables 1 and 2 present recent enrollment data for Portland Public Schools by ethnic group. Data shown on Table 1 are from the October 1986 Enrollment Report. Data shown on Table 2 are from the ESL/Bilingual office.

Table 1

Enrollment by Ethnic Group, October 1, 1986

Ethnic Category	Number	Percent
White	37,907	73.0
Black	7,913	15.3
Asian	3,881	7.5
Hispanic	1,111	2.1
American Indian	1,068	2.1
Total	51,880	100.0

Table 2

Enrollment by Ethnic Group and English Proficiency
1986-87

Ethnic Category	Native English Speaking	Home Language Other Than English (HLOTE)*	HLOTE Limited English**	Total October 1, 1986 Enrollment
Hispanic	472	540	99	1,111
Asian	600	1,801	1,480	3,881
American Indian	956	111	1	1,068
Black	7,507	363	43	7,913
Others (Primarily White)	36,702	1,102	103	37,907
Total	46,237	3,917	1,726	51,880

* Home Language Other Than English (HLOTE) but not currently enrolled in ESL/Bilingual services.

** Home Language Other Than English receiving ESL/Bilingual services.

CHAPTER II -- STUDENT ACHIEVEMENT

A primary goal of Portland Public Schools is to promote the achievement of all its students. This chapter examines five areas of student achievement: test scores, school grades, attendance, dropout rates, and suspension rates. These areas have been selected because: (1) they are generally accepted indicators of academic achievement, (2) they are of general interest to educators and the lay public alike, and (3) data are available on these areas by ethnic group.

Test Scores

The district administers the elementary Portland Achievement Levels Tests in reading, language usage, and math to students in grades three through eight in the fall and spring of each school year. These test results, along with other information, are used primarily by teachers to target instruction to meet student learning needs. The test data are also used for such purposes as student placement, program evaluation and improvement, policy analysis, and resource allocation.

In addition, the district requires all high school students to attain a level of achievement in reading, mathematics and language usage equivalent to a national average of an entering ninth grade student. Monitoring of student progress toward meeting this requirement begins at the third grade. Students not making satisfactory progress receive special help. Students who fail to meet the requirement at the end of eighth grade continue to receive instructional help at the secondary level and continue to be tested throughout high school until they pass or leave without a standard diploma.

The Department of Research and Evaluation has developed these testing programs with assistance from the Curriculum Department and classroom teachers. The Curriculum Department provided a set of specifications to ensure that the tests are closely aligned with the district's basic skills curriculum. All data in this section were provided by the district's Department of Research and Evaluation.

Elementary Test Results

Figure 2 and Tables 3 and 4 show that students in Portland overall, and in each ethnic group, generally outperform their peers nationwide. Moreover, the general trend in overall basic skills achievement scores for our students has been upward over the last six years.

While the average levels of minority student elementary test scores within the district have been lower than the average levels of non-minority student test scores, the rates of gain for minority students have often been as great as, or greater than, the rates of gain of non-minority students. This has resulted in a progressive reduction in the differences between minority and non-minority students' scores.

Approximately 46.1 percent of Black elementary students are currently reading above a national test publisher's average -- up from 34.9 percent just six years ago, an 11.2 percentage point gain. During the same six-year period, White students gained 2.2 points so that the rate of gain of the Black students has been considerably more rapid. As a result of the gains registered over the last six years, the district is now within 3.9 percentage points of having

scores of Black elementary students at a national level in reading. There has, however, been a slight decline in the percent of Black students above average in reading over the last year from 47.6 percent to 46.1 percent. This has occurred concurrently with a similar slight decline in the percent of the overall student body above a national test publisher's average in reading from 70.2 percent to 69.7 percent.

In mathematics the percent of Black students above a national test publisher's average is up to 38.2 percent in Spring of 1987 from 27.4 percent in Spring of 1981, a 10.8 percentage point gain. The gain in the last year was 1.6 percentage points.

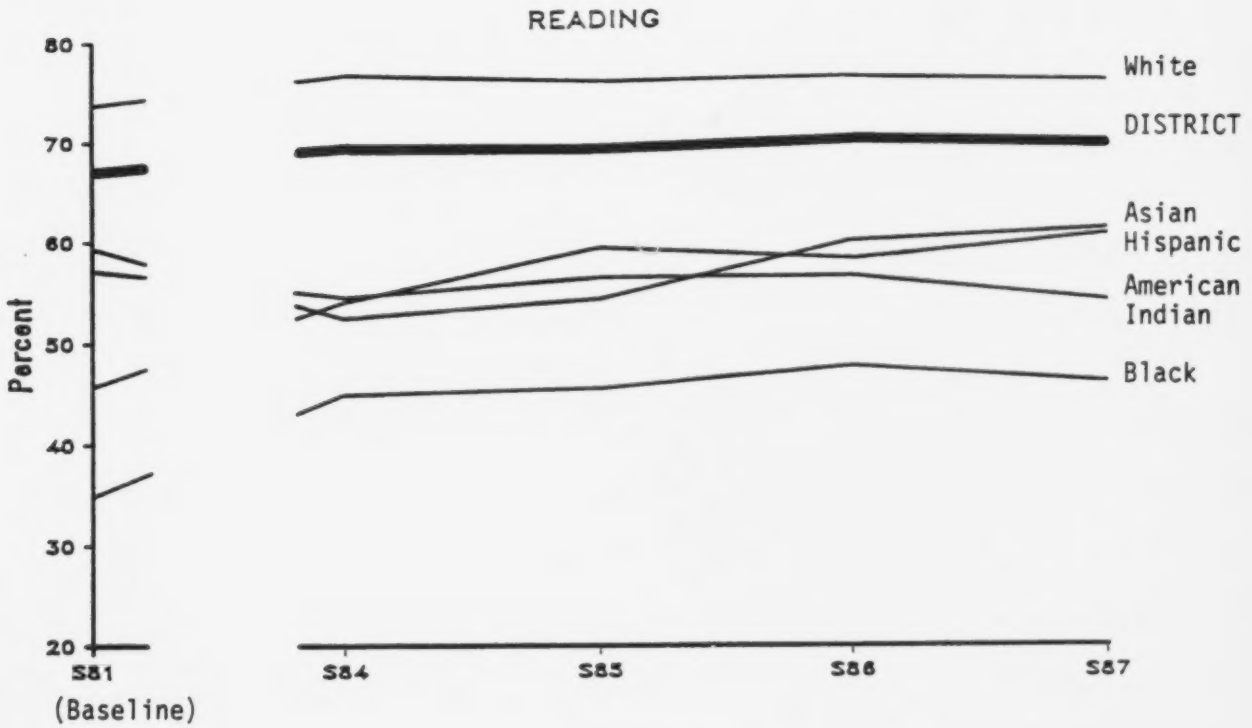
Asian students, including many recent refugees, have gone from 60.3 percent above a national publisher's average in mathematics three years ago to 71.0 percent above that level today. The percent of this student group above a national publisher's average in reading increased 1.3 points over the last year so that today some 61.3 percent are performing above a national test publisher's level.

Hispanic students have made a 22.6 percentage point gain over the last six years in mathematics and now 59.8 percent are performing above a national publisher's level. There has also been an increase over the last year in the percent of Hispanic students above a national publisher's average in reading from 58.2 percent to 60.7 percent.

American Indian students are currently performing above a national publisher's levels in both the basic skills. They, however, have experienced a pattern including both gains and losses over the last six years.

Figure 2

GRAPHIC PRESENTATION OF THE PERCENT OF PORTLAND PUBLIC SCHOOLS ELEMENTARY STUDENTS ABOVE NATIONAL TEST PUBLISHERS NORMS.



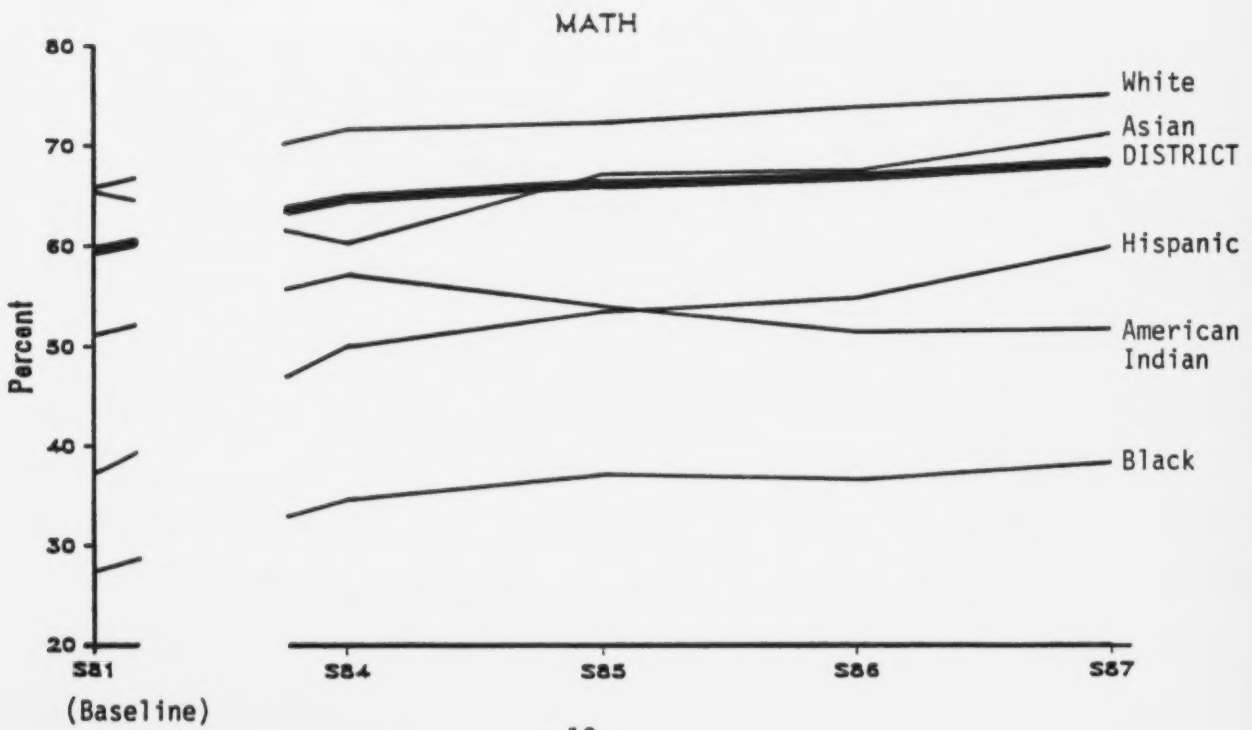


Table 3

Percent of Portland Public Schools Elementary Students*
Above National Test Publisher's Norms for Math

	Spring 81		Spring 84		Spring 85		Spring 86		Spring 87	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Total	59.6	12095	64.7	15923	66.2	17857	66.9	18273	68.3	18609
American Indian	51.2	207	57.1	252	53.9	317	51.3	335	51.5	365
White	65.9	9345	71.6	11842	72.3	13247	73.7	13490	74.9	13700
Black	27.4	1742	34.7	2329	37.2	2591	36.6	2755	38.2	2831
Asian	65.4	618	60.3	1213	67.1	1378	67.4	1351	71.0	1348
Hispanic	37.2	183	49.9	287	53.4	324	54.7	342	59.8	365

*Includes only students in grades 3-8 for whom valid whole-year test scores are available.

Table 4

Percent of Portland Public Schools Elementary Students*
Above National Test Publisher's Norms for Reading

	Spring 81		Spring 84		Spring 85		Spring 86		Spring 87	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Total	66.9	12364	69.5	15775	69.3	17743	70.2	18162	69.7	18591
American Indian	57.2	280	54.5	253	56.5	315	56.5	336	54.1	362
White	73.8	9603	76.7	11801	76.0	13191	76.4	13434	76.0	13701
Black	34.9	1756	44.9	2300	45.5	2577	47.6	2747	46.1	2847
Asian	59.4	611	52.4	1142	54.4	1340	60.0	1309	61.3	1322
Hispanic	45.7	186	54.1	279	59.4	320	58.2	337	60.7	359

*Includes only students in grades 3-8 for whom valid whole-year test scores are available.

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Secondary Test Results

Table 5 provides a breakdown by ethnic group of seniors who did not pass the district's basic skills Graduation Standards Test (GST), and who were therefore ineligible for high school graduation for the 1983-84 through 1986-87 school years. The data in Table 5 includes seniors who had met all of the district's graduation requirements except for passing the GST. The data does not include seniors who dropped out during the school year, nor does it include seniors who did not pass the GST and who had also not met the District's other graduation requirements. Therefore, the number of seniors starting the school year and not graduating (as shown in Table 9) is greater than the number of seniors not passing the Graduation Standards Test (as shown in Table 5).

Approximately 96 percent of high school seniors were eligible to receive a standard high school diploma this year due to their having demonstrated the levels of basic skills proficiency required to pass the district's basic skills Graduation Standards Tests. This is up from 92.9 percent in 1985-86.

A generally disproportionate percentage of the students not passing the district's Graduation Standards Test have been minority students. This disproportion has, however, been declining. It occurs primarily among those Asian students who are recent southeast Asian refugees.

In 1983-84, 52.3 percent of the students not passing the GST were Asian; in 1984-85, this dropped to 50.2 percent; in 1985-86, the percentage dropped substantially to 37.5 percent; and in 1986-87 it was up slightly to 42.3 percent.

The percentage of Black students not passing the GST has also decreased over the past four years. In 1983-84, 22.8 percent were Black; in 1984-85, the percentage had dropped to 18.6; in 1985-86, 18.1 percent were Black; and in 1986-87 the percent was halved to 8.9 percent.

The number of Hispanic and of American Indian students not passing the Graduation Standards Test has been consistently low over the past four years.

The disproportionate number of Asian students failing the GST has been and remains a major concern of the district. Three years prior to the implementation of the GST as a graduation standard, the ESL/Bilingual Program and Research and Evaluation Department initiated a joint research effort to discover the nature and extent of the barriers to passing the GST facing non-native English speaking students. The results of their research include: (1) a revised and improved item bias procedure; (2) identification and replacement of a significant number of test items that were especially difficult for non-native English speaking students; (3) development of practice test curriculum materials for non-native English speaking students who typically have had little or no previous exposure to standardized tests; (4) development and distribution of bibliographies for high school ESL students with cross references for GST goals and the ESL curriculum; and (5) an analysis of profiles of those non-native English speaking students who, after completion of the practice test curriculum, were still unable to pass the test.

Similar efforts have been initiated by the district to address the problems of Black students failing to meet the elementary and secondary district test criteria. Such programs as Project SEED, MESA, Upward Bound, and the Jefferson Academy serve a number of Black students and provide additional opportunities for mastery of the skills required for graduation with a standard diploma. Extensive efforts have also been made to provide special support for Hispanic and American Indian students.

Table 5

Seniors Not Passing Graduation Standards Tests

1986-87 School Year	Grad Standards Tests Reading	Math	L.U.	Count By Ethnic Group #	%	
123 (4.0% of class) Not Passing One or More Tests	93	75	46	0	0.0	American Indian
				41	33.3	White
				11	8.9	Black
				52	42.3	Asian
				5	4.1	Hispanic
				12	9.8	Other

1985-86 School Year	Grad Standards Tests Reading	Math	L.U.	Count By Ethnic Group #	%	
216 (7.1% of class) Not Passing One or More Tests	154	148	88	0	0.0	American Indian
				93	43.1	White
				39	18.1	Black
				81	37.5	Asian
				3	1.4	Hispanic
				11	5.1	Other

1984-85 School Year	Grad Standards Tests Reading	Math	L.U.	Count By Ethnic Group #	%	
215 (5.8% of class) Not Passing One or More Tests	154	126	56	1	0.5	American Indian
				60	27.9	White
				40	18.6	Black
				108	50.2	Asian
				6	2.8	Hispanic

1983-84 School Year	Grad Standards Tests Reading	Math	L.U.	Count By Ethnic Group #	%	
193 (6.0% of class) Not Passing One or More Tests	128	97	27	3	1.6	American Indian
				43	22.3	White
				44	22.8	Black
				101	52.3	Asian
				2	1.0	Hispanic

GPA

Table 6 shows grade point averages for each ethnic group and high school grade level for the 1986-87 school year. At every grade level, Asian students had the highest GPA and averaged a total GPA of 2.83 (a B-) over all grade levels. White students had the second highest GPA and averaged 2.46 (a C+) over all grade levels. Hispanic, American Indian, and Black students averaged a total GPA of about 2.0 (a C) over all grade levels. Data on GPA are from the district's computerized student data base.

Table 6

High School GPA by Ethnic Group and Grade Level
1986-87

Ethnic Group	Grade Level 9	10	11	12	All
American Indian	1.80	2.03	1.98	2.29	1.99
White	2.32	2.38	2.50	2.68	2.46
Black	1.94	1.90	1.95	2.19	1.98
Asian	2.95	2.79	2.73	2.84	2.83
Hispanic	1.81	2.02	2.04	2.28	2.01
Mean	2.31	2.34	2.44	2.62	2.42

Absences

There were 40 days of classes in Portland Public Schools in the second quarter of the 1986-87 school year. At the end of the quarter, schools on the district's computerized grade reporting system (all high schools and middle schools, and a few elementary schools) recorded the number of class absences of each student in their classes. Table 7 shows the average number of absences in the student's first class of the day by ethnic groups. Absences for the ethnic groups did not differ substantially except for Asian students who showed the lowest rate, averaging 3.5 days absence per class for the quarter. All types of absences, both excused and unexcused, were counted for this report.

Table 7

Absences in Student's First Class* by Ethnic Group
Second Quarter, 1986-87

Ethnic Group	Average Absences
American Indian	6.8
White	5.2
Black	5.4
Asian	3.5
Hispanic	5.7
Total	5.2

*Includes all reported absences, excused and unexcused, sickness, vacations, etc.

Dropout Rates

Dropout rates in this analysis were calculated from student registration data in the district's central computer system. This is the most comprehensive and efficient way of counting dropouts available. Dropout rates are calculated by counting computer records of students in the following categories:

1. Students withdrawn from school after passing the compulsory attendance age.
2. Students withdrawn from school after being issued work permits.
3. Students withdrawn from school for other reasons.

The analysis did not include: (1) students who dropped out of special education schools, facilities, and alternative schools, and (2) "summer leavers" who completed one year of high school but did not return the next.

The total number of students who dropped out of school during the school year was then divided by the October 1 enrollment. Table 8 shows the dropout rates calculated in this way by ethnic group in Portland's high schools for the past 10 years. Data on dropouts are from the 1986-87 High School Profiles. It should be noted that various districts and states currently compute their dropout rates in different ways so that care must be used in comparing rates.

The data show an overall decline in dropout rates over the past 10 years. Not only has the average dropout rate for the district and for most ethnic groups decreased, the gaps among the ethnic groups have also narrowed somewhat.

The Asian statistics are unique in two ways. First, the dropout rate for Asian students has been consistently low. Second, with the influx of Southeast Asian refugees, the number of Asian students have more than doubled during this period.

For the past three years, the dropout rates for Black students were even with or lower than the average rate for the district.

Table 8

High School Dropout Rates by Ethnic Group
1977-78 to 1986-87

Year	District	American Indian	White	Black	Asian	Hispanic
1977-78	8.5%	15.2%	8.2%	10.3%	2.4%	14.2%
1978-79	9.6%	21.5%	9.1%	10.8%	6.7%	16.7%
1979-80	9.1%	15.7%	8.8%	12.4%	4.1%	14.0%
1980-81	9.0%	15.8%	9.0%	12.1%	3.2%	11.1%
1981-82	7.1%	14.3%	7.0%	9.2%	4.1%	9.6%
1982-83	6.9%	12.8%	7.0%	7.7%	3.9%	9.3%
1983-84	7.5%	14.7%	7.8%	8.1%	2.8%	10.0%
1984-85	7.2%	14.5%	7.3%	7.1%	5.0%	10.4%
1985-86	7.3%	13.0%	7.7%	6.0%	5.1%	6.9%
1986-87	7.2%	15.5%	7.2%	7.3%	5.6%	9.3%

High School Graduation

Table 9 presents data on high school graduates by ethnic group for the 1983-84 to 1986-87 school years. We have calculated a graduation ratio by dividing the number of graduates by October 1 enrollment of seniors for each of the ethnic groups. Data on graduates are from the High School Profiles for the past five years.

The data show that the overall graduation rate of seniors rose the past two years to around 90 percent. The rate for most ethnic groups has also risen.

Table 9

High School Graduation Rates by Ethnic Group
1983-84 to 1986-87

	American Indian	White	Black	Asian	Hispanic	Total
Graduates, June 1987	32	2,077	326	253	41	2,729
October 1, 1986 Enrollment	38	2,247	383	283	48	2,999
Graduation Ratio	84.2%	92.4%	85.1%	89.4%	85.4%	91.0%
Graduates, June 1986	29	1,914	291	290	49	2,573
October 1, 1985 Enrollment	34	2,123	328	335	51	2,871
Graduation Ratio	85.3%	90.2%	88.7%	86.6%	96.1%	89.6%
Graduation, June 1985	30	1,912	306	310	43	2,601
October 1, 1984 Enrollment	44	2,275	379	358	59	3,115
Graduation Ratio	68.2%	84.0%	80.7%	86.6%	72.9%	83.5%
Graduation, June 1984	32	2,029	328	311	28	2,728
October 1, 1983 Enrollment	51	2,323	416	349	36	3,175
Graduation Ratio	62.8%	87.3%	78.9%	89.1%	77.8%	85.9%
Graduation, June 1983	36	1,957	313	369	48	2,723
October 1, 1982 Enrollment	45	2,329	457	417	53	3,310
Graduation Ratio	80.0%	84.0%	68.5%	88.5%	90.6%	82.3%

Suspension Rates

The data for this analysis came from the Early Childhood Education Centers as well as elementary, middle, and high schools in the district. The data, maintained in the district's computerized information system, does not include pre-kindergarten programs, special schools, and special programs.

Although some students may have been suspended from school more than once, for this analysis, students have been counted only once. Suspension rates were calculated by dividing the number of students suspended by student enrollment as of October 1. Table 10 shows the change in suspension rates by ethnic group over the past nine years. Data on suspensions are from the 1986-87 Student Discipline Programs and Analyses.

The data show a consistent decline in the average suspension rates for the district as a whole. In addition, the gaps among the ethnic groups, as indicated by the standard deviations, have also narrowed over the past seven years. Overall, the suspension rates dropped from a high of 6.4 percent in 1978-79 to a low of 3.2 percent in 1984-85. In the nine-year period, Black students showed a dramatic decrease from 11.0 percent to close to 6 percent. Suspension rates for American Indian, White, and Hispanic students showed substantial decreases as well. Asian students showed consistently low suspension rates ranging from .6 percent to 1.7 percent.

Table 10

Suspension Rates by Ethnic Group
1978-79 to 1986-87

YEAR	SUSPENSION RATES					MEAN OF RATES	STANDARD DEVIATION
	AMERICAN INDIAN	WHITE	BLACK	ASIAN	HISPANIC		
1978-79	9.4	5.3	11.0	0.6	5.6	6.4	3.6
1979-80	3.7	4.2	9.3	1.0	4.9	4.6	2.7
1980-81	4.8	3.6	9.9	0.8	5.0	4.8	2.9
1981-82	4.1	3.9	8.0	0.8	5.1	4.4	2.3
1982-83	4.0	3.7	7.8	0.6	4.5	4.1	2.3
1983-84	4.1	3.0	7.2	0.8	3.0	3.6	2.1
1984-85	3.1	2.7	6.2	0.8	3.3	3.2	1.8
1985-86	5.3	2.7	5.9	1.2	3.2	3.7	1.7
1986-87	6.0	3.1	6.4	1.7	3.6	4.2	1.7

Table 11 shows national and state figures provided by the Office of Civil Rights for 1983-84, the most current data available. These data came from a survey of approximately 16,000 school districts across the country. The Portland Public Schools' suspension rates for 1983-84 were lower than the national average for all ethnic groups. As shown in Table 11, the district's overall suspension rate was more than one percentage point lower than the national average for that year. Portland's suspension rates were slightly lower than the state averages for all categories except for Black students, where Portland's rate was slightly higher. However, Portland's suspension rate for Black students in 1986-87 (6.4 percent) is now even with the state average for Black students in 1983-84 (6.3 percent).

Table 11

National, State and District Suspension Rates by Ethnic Group
1983-84 School Year

Suspension Rate (%)	American Indian	White	Black	Asian	Hispanic	Total
Nation	4.4	3.9	9.2	2.1	4.2	4.7
State	4.9	3.6	6.3	1.2	4.1	3.7
District	4.1	3.0	7.2	.8	3.0	3.6

CHAPTER III -- PROGRAM ACCESS

This chapter describes the extent to which culturally diverse children participate in a representative sample of district programs. This sample includes the district's talented and gifted programs, high school magnet programs, special education programs, English as a second language and bilingual programs, and project SEED.

Talented and Gifted Program

The Portland Public Schools' Talented and Gifted Program serves students in grades 1-12 who demonstrate intellectual and/or creative ability in the upper three to five percentile in three areas--intellectual/academic, visual arts, and performing arts. The academic area consists of language arts, math, social sciences, computer science and science. The visual arts area includes drawing, painting, and sculpting. The performing arts area includes theatre, drama, and play production.

Selection. The Talented and Gifted (TAG) program selects its participants on the basis of the following information:

1. Nomination by parents, teachers, or students
2. Test scores
3. Documentation by a professional
4. Other indicators such as observation reports or grade point averages

To be identified for the program, a student must have three of the four pieces of information. Test scores are required for all candidates, but are not a determining factor for selection in visual or performing arts. Documentation by a professional is required for visual and performing arts students.

Nomination forms are available in each school office. Schools may identify up to seven percent of their students at each grade level for the academic program. A school may exceed the seven percent guideline if it has additional "first priority" (97th percentile) students.

Schools nominate visual or performing arts students in the same way. In addition, the school's art or drama teacher must provide documentation to verify outstanding talent in grades 6-12. Visual or performing arts students do not fall within the seven percent guideline established for academic students.

To meet the needs of the individual students, the TAG office makes program changes regularly to respond to developing student strengths and interests. Typical programs for primary school children include classes in problem-solving, research skills, the arts, natural history, and science. Students of similar interest and ability receive small group instruction from teachers with special training and aptitude for working with young, gifted children.

Students in grades 1-8 attend TAG Challenge Classes one-half day per week from October through May. Most students attend classes at one of the four regionally located TAG centers: Rieke School building on the west side, Rice

School building in the northeast/southeast, Columbia School building in the north/northeast or Southeast Center at Marysville School building. A few elementary and middle schools offer TAG classes within their schools.

Programs for upper grade students include astronomy, design, photography and filmmaking, computer study, problem-solving, painting and drawing, anthropology, creative writing and math enrichment. The students also do exploratory and indepth studies under the guidance of a specialist and share results with others. Project sites include OMSI, the Children's Museum, and local colleges.

TAG Enrollment. In October 1986, the district enrolled 3,765 students in its TAG programs. Of that total, 3,153 were academically gifted, 769 were gifted in the visual arts, and 299 were gifted in the performing arts (some students were identified in more than one area). Table 12 shows the number and percent of TAG students by ethnic group, and Table 13 shows the number of TAG students by TAG category and by home language. These data are from the district's computerized student data base.

TAG Category by Home Language. Although most Portland students speak English at home, many use other languages. Table 13 shows enrollment counts by TAG category and by home language. To avoid counting the same students twice, a combination of TAG categories was used. For example, a student who is talented in both academic and visual arts areas appears in the academic-visual row, not in the academic or visual row. Thus, the table shows an unduplicated count of 3,765 students.

Although table 12 shows that 8.5% of Portland's Asian students were in TAG, a study by the TAG Program in 1985 showed that only .52% of the Limited English Proficient (LEP) students were enrolled in TAG. A special project funded by the State Department of Education and administered jointly by the ESL/Bilingual and TAG Programs during the 1986-87 and 87-88 school years is expected to raise significantly the percentage of LEP students identified for TAG.

Table 12

TAG Enrollment by Ethnic Group
October 1, 1986

	American Indian	White	Black	Asian	Hispanic	Total
TAG	31	3,085	286	330	33	3,765
District	1,068	37,907	7,913	3,881	1,111	51,880
Percent	2.9	8.1	3.6	8.5	3.0	7.3

Table 13

TAG Enrollment by Home Language
October 1, 1986

TAG Category	English	Hmong	Laotian	Mien	Cambodian	Vietnamese	Cantonese	Other Asians*	Others**	Total
Academic	2,645	3	6	0	2	75	23	17	18	2,789
Academic-Visual	225	0	1	0	2	9	3	3	2	245
Academic-Performing	68	0	0	0	0	1	0	0	0	69
Visual-Performing	40	0	1	0	0	1	0	0	0	42
Academic-Visual-Performing	50	0	0	0	0	0	0	0	0	50
Visual	390	1	5	1	2	20	5	5	3	432
Peforming	135	0	0	1	0	2	0	0	0	138
Total	3,553	4	13	2	6	108	31	25	23	3,765
Percent	94.4	.1	.3	.1	.2	2.9	.8	.7	.5	100.0

*Other Asians, including Japanese, Korean, Mandarin, and Tagalog

**Others, including Burmese, Greek, Persian, Russian, and Spanish.

High School Magnet Programs

Portland Public Schools offers magnet programs at Benson, Cleveland, Jefferson, and Lincoln High Schools.

Benson's health occupations magnet program offers courses in biology, anatomy/physiology, health occupations cluster, dental careers, and medical careers. Benson students take all of the academic courses required by the state and additional math and science courses required by Benson. To qualify for Benson's magnet program, a student must have a GPA of 2.0 or above; RIT scores of 222 in math, 212 in reading, and 205 in language usage; recommendations from two teachers; good attendance; and good citizenship. Students complete this program as certified nursing assistants, certified home health aides, certified first responders and/or CPR instructors, or dental assistants, or dental lab technician apprentices.

Cleveland's magnet program focuses on business management and marketing. To qualify for the program, a student must have a GPA of 2.0 or above, recommendations from two teachers, and demonstrated ability to take responsibility. The program, open to all qualified students, encourages minorities to apply. All first year students have the opportunity to learn to operate microcomputers and utilize word processing, spreadsheet and graphics software. During the second and third years of the program students will be trained and work in the Mall, a mini-shopping center located in Cleveland's student activity center. Upon completion of the program, students will be prepared for entry-level employment in the Business/Marketing field or ready to pursue additional training in a specialized area.

Jefferson's dance program is one of the most extensive high school dance programs in the country. It offers four years of study in each dance style: jazz, modern, tap, and ballet. Each year, advanced students have the opportunity to audition for the Jefferson Dancers, the school's pre-professional touring company. In the instrumental and vocal music programs, students study with practicing professionals in woodwinds, percussion, strings, keyboard, brass, voice, therapy, and improvisation. The theater program provides a full range of technical and acting classes. Students can audition for school-wide productions and for membership in the Jefferson Acting Ensemble, the department's touring company.

The television production program has one of the largest non-commercial color studios in the state. Students use the production techniques and technical skills they learn to produce a weekly news show for the entire student body, as well as programs for cable T.V.

Juniors and seniors at Jefferson can participate in a full year of study in the legal-secretarial/word processing program. The classroom is a model office with professional desks, transcribing machines, telephones, and state-of-the-art word processing equipment. Students receive on-the-job training as well as assistance for job placement upon graduation.

Students in Jefferson's magnet program may complete all graduation requirements at Jefferson or may attend Jefferson half-time and their neighborhood school half-time. The program uses formal application, audition, and interview to select participants. Entrance requirements include a GPA of 2.0 or above, a good attendance record, and recommendations from two teachers.

The specialized program in international studies and foreign languages at Lincoln High School offers students the opportunity to explore cultures in other countries. Interested students must have a passing score in math, reading and language usage on the graduation standards test. In addition, they must have average or above average achievement in English or social studies; a good attendance record; and recommendations from two teachers.

Program requirements include four years of foreign language; one year of fine arts; one year of humanities, world literature, foreign policy, European history, English literature, or English history; and one year of international studies. Prior to graduation, students must have 130 hours of internationally oriented cultural activities such as folk dancing, language clubs, concerts, and foreign films. The International Studies Center sponsors study/travel trips to enrich classroom language skills and expand cultural understanding.

Table 14 shows numbers and percentages of program participants by ethnic group for the 1986-87 school year. Black students had the highest participation in the magnet programs, averaging 11.4 percent in 1986-87. Hispanic students also showed an above average rate of 9.3 percent for that year. Participating rates of American Indian, White, and Asian students were slightly below the district average of 8.8 percent.

Table 14

High School Magnet Program Enrollment by Ethnic Group
Second Quarter, 1986-87

	American Indian	White	Black	Asian	Hispanic	Total
Benson	2	95	24	52	1	174
Cleveland	2	145	20	32	5	204
Jefferson	11	281	168	8	10	478
Lincoln	3	362	26	22	9	422
Total Magnet Enrollment	18	883	238	114	25	1,278
Total High School Enrollment	239	10,574	2,080	1,364	268	14,525
Percent in Magnet Programs	7.5	8.4	11.4	8.4	9.3	8.8

SPECIAL EDUCATION

Special Education consists of instruction specially designed to meet the unique needs of handicapped students. The emphasis is on instruction in the least restrictive environment. Instruction includes: consultation in the general education classroom, part-time services for academic subjects in resource centers plus self-contained classrooms for academic and language instruction and behavior management. Special Education also provides instruction in home and hospital settings. Related services include transportation, speech and language therapy, audiology, psychological services, physical and occupational therapy, adaptive P.E., and counseling and social work. Medical services are provided for diagnostic and evaluation purposes.

Special Education is considered for a particular student following a referral by the building screening committee (BSC). The referral process involves a period of problem solving by a team of educators within the student's school. Only after several alternatives have been attempted is the student referred to Special Education for a diagnostic evaluation. To qualify for special education services, a student is first evaluated by a team of professionals. Based on the results of this assessment, the student's eligibility is determined. The student may qualify with one or more of the following handicapping conditions: mental retardation, hearing impairment, vision impairment, serious emotional disturbance, orthopedic impairment, specific learning disabiity, or health impairment. State and federal guidelines provide specific criteria for eligibility in each handicapping condition and the Special Education Department monitors the standardized application of these criteria district wide.

Before making a referral, the building screening committee in each school determines whether the school has tried prereferral interventions or used other building resources to meet the students' needs. Once a referral is made, the district conducts an evaluation to determine eligibility and identify the student's handicapping condition. Parents provide written permission for the evaluation to begin, attend a meeting regarding the results of the evaluation and approve a placement in Special Education when appropriate. The evaluation may include testing, collecting and reviewing relevant information and observing the student.

The evaluation is conducted in the student's native language or mode of communication. If parents disagree with the results, they may request an independent evaluation by a qualified examiner who is not an employee of the district. All eligible students receive a re-evaluation every three years to review the student's status.

If a student does have a handicapping condition and is in need of special education, then an Individual Education Program (IEP) is prepared for the student. The IEP is developed by a team including parents, professionals and sometimes the student. The IEP includes present levels, goals, short term objectives, related services, dates and objective criteria. The IEP is implemented as soon as possible after its development. At least once a year the student's IEP is reviewed and revised with parent participation and more often if the parent requests it.

Once the IEP is developed, the team, including the parent, considers different placement options. The student, when appropriate, will be educated with non-handicapped students in a school that is as close to the student's home as possible. Placement decisions are made on an individual basis, with the most important consideration being the educational welfare of the student. The programs available for students with handicapping conditions may include:

Consultation in the General Education Classroom:

The student remains in the general education classroom if the goals established on the student's IEP can be obtained satisfactorily through the combined efforts of regular education, special education and related services.

Resource Room:

The student receives specialized instruction within the Resource Center in addition to the general education classroom program. Students in resource centers receive specialized instruction and related services up to two hours per day.

Self-Contained Classrooms for Academic and Language Instruction and Behavior Management:

The student receives specialized instruction in a separate classroom specifically for handicapped students. These students require three or

more hours of special instruction per day. The IEP may specify specialized services in reading, math, language arts, communication and adaptive behavior.

Home/Hospital:

The Home Instruction Program assists students in maintaining and/or increasing academic skill areas while the student is unable to attend general education classes. Hospital programs assist each hospitalized student with required subject areas as the student's health conditions allow.

Contract Programs:

The student receives instruction in special classes coordinated with child-care agencies. Students are placed in these agencies by the State Children Services Division or the Juvenile Court.

For the purpose of this report students are grouped into various categories within Special Education. One grouping is by handicapping condition, the diagnostic category that qualifies them for Special Education Services. A second grouping is by severity, the category the student falls into for state and federal funding. Services for these students fall along a continuum of alternatives from least to most restrictive. In the first part of this report tables separate students into mildly handicapped and more severely handicapped categories. In the last part of the report tables are broken down by handicapping condition and ethnic category.

The total Portland Public Schools Special Education student population is separated into two groups. The first group is referred to as the mildly handicapped group. The second group, SPE-other, indicates a group of more severely handicapped students. Students in the mildly handicapped group qualify for funding under Public Law 94-142, the Right to Education for the Handicapped Act. These students are referred to in the tables as SPE-94-142. The second group, more severely handicapped students, qualify for other sources of state and federal funding. The combined total describes students who qualify for special education services and reside within the Portland Public School District.

The overall percentage of students enrolled in special education programs has decreased slightly over the past three years. In 1984-85 and 1985-86, the percentage was 10.5%; the proportion has decreased to 10.0% in 1986-87. The greatest proportional decrease appears for American Indian, Black, and Hispanic students and for students identified with learning disabilities (see Tables 20, 21, and 22).

Data for these tables were provided by the Department of Special Instruction, Data Services.

Table 15

Special Education Enrollments by Ethnic Group
1984-85 to 1986-87

	American Indian	White	Black	Asian	Hispanic	Total
1984-85						
SPE-OTHER	22	455	109	32	11	629
SPE--94-142	131	3281	1113	89	86	4700
TOTAL SPE	153	3736	1222	121	97	5329
1985-86						
SPE-OTHER	30	492	105	35	17	679
SPE--94-142	129	3277	1107	92	82	4687
TOTAL SPE	159	3769	1212	127	99	5366
1986-87						
SPE--OTHER	29	614	135	42	18	838
SPE--94-142	128	3047	1007	86	83	4351
TOTAL SPE	157	3661	1142	128	101	5189*

*Note: Total includes some students 0-5 years who are currently served in Special Education programs; not reported in previous years.

Table 16

Breakdown of Special Education Programs
by Ethnic Group

1986-87

	American Indian	White	Black	Asian	Hispanic	Total	Percent of Total SPE
Contract Programs	12	102	42	1	1	158	
%	7.6	64.6	26.6	0.6	0.6	100.0	3.0
Regional/State	13	380	56	28	15	492	
%	2.6	77.2	11.4	5.7	3.1	100.0	9.5
County (ESD)	4	119	37	12	2	174	
%	2.3	68.3	21.3	6.9	1.2	100.0	3.4
State Schools	0	13	0	1	0	14	
%	0.0	92.9	0.0	7.1	0.0	100.0	.3
SPE-94-142	128	3047	1007	86	83	4351	
%	2.9	70.1	23.1	2.0	1.9	100.0	83.8
Total	157	3661	1142	128	101	5189	
%	3.0	70.6	22.0	2.5	1.9		100.0

Table 17

Comparison of District Enrollment to Mildly Handicapped Enrollment by Ethnic Group; 1984-85 to 1986-87

		American Indian	White	Black	Asian	Hispanic	Total
1984-85							
Oct 1	District	934	37595	7491	3998	968	50986
Dec 18	SPE--94-142	131	3281	1113	89	86	4700
%		14.0	8.7	14.9	2.2	8.9	9.2
1985-86							
Oct 1	District	957	37575	7579	3864	1028	51003
Dec 10	SPE--94-142	129	3277	1107	92	82	4687
%		13.5	8.7	14.6	2.4	8.0	9.2
1986-87							
Oct 1	District	1068	37907	7913	3881	1111	51880
Dec 19	SPE--94-142	128	3047	1007	86	83	4351
%		12.0	8.0	12.7	2.2	7.5	8.4

Percentages are based on the total enrollment for each ethnic group. For example, 131 American Indian students were enrolled in mildly handicapped programs in 1984-85. This is 14.0% of the total American Indian enrollment of 934.

Table 18

Comparison of District Enrollment to More Severely Handicapped Enrollment by Ethnic Group; 1984-85 to 1986-87

		American Indian	White	Black	Asian	Hispanic	Total
1984-85							
Oct 1	District	934	37595	7491	3998	968	50986
Dec 18	SPE--Other	22	455	109	32	11	629
%		2.4	1.2	1.5	0.8	1.1	1.2
1985-86							
Oct 1	District	957	37575	7579	3864	1028	51003
Dec 10	SPE--Other	30	492	105	35	17	679
%		3.1	1.3	1.4	0.9	1.7	1.3
1986-87							
Oct 1	District	1068	37907	7913	3881	1111	51880
Dec 19	SPE--Other	29	614	135	42	18	838
%		2.7	1.6	1.7	1.0	1.6	1.6

Table 19

Comparison of District Enrollment to Total Special Education Enrollment by Ethnic Group; 1984-85 to 1986-87

		American Indian	White	Black	Asian	Hispanic	Total
1984-85							
Oct 1	District	934	37595	7491	3998	968	50986
Dec 18	Total SPE	153	3736	1222	121	97	5329
%		16.4	9.9	16.3	3.0	10.0	10.5
1985-86							
Oct 1	District	957	37575	7579	3864	1028	51003
Dec 10	Total SPE	159	3769	1212	127	99	5366
%		16.6	10.0	16.0	3.3	9.6	10.5
1986-87							
Oct 1	District	1068	37907	7913	3881	1111	51880
Dec 19	Total SPE	157	3661	1142	128	101	5189
%		14.7	9.7	14.4	3.3	9.1	10.0

Table 20

Special Education and Total District Ethnic Comparison
by Primary Handicapping Conditions
1984-85

		American Indian	White	Black	Asian	Hispanic	Total
Mentally Retarded	Count	8	234	75	10	4	331
	Dist %	0.9	0.6	1.0	0.2	0.4	0.7
Speech Language	Count	51	954	284	51	28	1368
	Dist %	5.5	2.5	3.8	1.3	2.9	2.7
Seriously Emot Dist	Count	20	382	97	2	6	507
	Dist %	2.1	1.0	1.3	0.1	0.6	1.0
Learning Disabled	Count	61	1829	692	26	52	2660
	Dist %	6.5	4.9	9.2	0.6	5.4	5.2
Other** Categories	Count	13	337	74	32	7	463
	Dist %	1.4	0.9	1.0	0.8	0.7	0.9
SPE/District	Count	153	3736	1222	121	97	5329*
	Dist %	16.4	9.9	16.3	3.0	10.0	10.5
District Enrollment		934	37595	7491	3998	968	50986

* This total includes students 0-5 years of age served by Special Education; not reported in previous years.

** Other Categories includes Hearing, Vision, Orthopedic, Health, Pregnant and Developmentally Disabled

Table 21

Special Education and Total District Ethnic Comparison
by Primary Handicapping Conditions
1985-86

		American Indian	White	Black	Asian	Hispanic	Total
Mentally Retarded	Count	3	231	68	11	4	317
	Dist %	.3	0.6	0.9	0.3	0.4	0.6
Speech Language	Count	51	1020	281	46	27	1425
	Dist %	5.3	2.7	3.7	1.2	2.6	2.8
Seriously Emot Dist	Count	17	382	112	5	6	522
	Dist %	1.8	1.0	1.5	0.1	0.6	1.0
Learning Disabled	Count	73	1767	683	30	50	2603
	Dist %	7.6	4.7	9.0	0.8	4.9	5.1
Other** Categories	Count	15	369	68	35	12	499
	Dist %	1.6	1.0	0.9	0.9	1.2	1.0
SPE/District	Count	159	3769	1212	127	99	5366*
	Dist %	16.6	10.0	16.0	3.3	9.7	10.5
District Enrollment		957	37575	7579	3864	1028	51003

* This total includes students 0-5 years of age served by Special Education; not reported in previous years.

** Other Categories includes Hearing, Vision, Orthopedic, Health, Pregnant and Developmentally Disabled

Table 22

Special Education and Total District Comparison
by Primary Handicapping Conditions
1986-87

		American Indian	White	Black	Asian	Hispanic	Total
Mentally Retarded	Count	11	284	88	17	9	409
	Dist %	1.0	0.8	1.1	0.4	0.8	0.8
Speech Language	Count	49	1032	261	44	25	1411
	Dist %	4.6	2.7	3.3	1.1	2.3	2.7
Seriously Emot Dist	Count	17	409	109	3	8	546
	Dist %	1.6	1.1	1.4	0.1	0.7	1.1
Learning Disabled	Count	65	1541	611	28	48	2293
	Dist %	6.1	4.1	7.7	0.7	4.3	4.4
Other** Categories	Count	15	396	72	36	11	530
	Dist %	1.4	1.0	0.9	0.9	1.0	1.0
SPE/District	Count	157	3662	1141	128	101	5189*
	Dist %	14.7	9.7	14.4	3.2	9.1	10.0
District Enrollment		1068	37907	7913	3881	1111	51880

* This total includes students 0-5 years of age served by Special Education; not reported in previous years.

** Other Categories includes Hearing, Vision, Orthopedic, Health, Pregnant and Developmentally Disabled

English as a Second Language/Bilingual Programs

Portland Public Schools continues to receive hundreds of new limited English proficient (LEP) students each year, primarily refugees from Southeast Asia. Totaling almost 3,000 today, Asian refugee students comprise six percent of the district's enrollment and have increased the total Asian enrollment to almost eight percent. In 1985-86, 450 new Southeast Asian refugees arrived in Portland Public Schools. With birth rates higher than the city average, the Asian proportion of district enrollment is expected to continue to grow.

The ESL/Bilingual Programs assist local schools to meet the needs of LEP students through direct instruction and support services. Major program components include: (1) the Newcomer Assessment Center, (2) ESL instruction, (3) instruction in the student's native language, (4) orientation to American culture, (5) refugee job preparation, (6) multicultural specialist, (7) Elementary and Secondary Newcomer Programs, (8) migrant tutoring and support and (9) TAG for LEP students. In addition, the program provides assistance to mainstream staff and students to adjust to the changing linguistic composition of their local school community.

To qualify for direct instructional services, a student must be limited English proficient or migrant. Students who report that a language other than English is spoken in the home are referred to the ESL/Bilingual Assessment Center where tests are given in oral and written English and basic mathematics. Test results are reviewed against the entrance criteria for ESL/Bilingual services. In addition to LEP students, support services are provided to English proficient language minority and migrant students.

Currently, 37 district schools offer ESL/Bilingual support classes. Eligible students from other schools are transferred to these schools to receive the special instruction. Table 33 in Chapter V shows the number of ESL/Bilingual students by ethnic group in various categories of English proficiency. ESL data were provided by the ESL office.

Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act of 1981 provides financial assistance to state and local educational agencies to meet the special needs of educationally disadvantaged children. Funds are allocated to local districts according to a low income formula prescribed in the Act. Within the Portland School District, schools qualify on the basis of concentrations of economically deprived families in the school service area. Aid to Families with Dependent Children (AFDC) and/or federal free and reduced lunch program data are used as economic indicators and a procedure recommended by the State is followed in selecting schools.

Within Chapter 1 schools, students are identified for participation based on two major guidelines: (1) the students are educationally disadvantaged: that is, functioning one or more years before grade level, and (2) the students are able to benefit from the school's Chapter 1 program as it has been established. Reading and math achievement test scores, grades, previous achievement history, and professional judgment are used to determine educational need.

Table 23 shows that districtwide, for both Chapter 1 reading and math classes, White students had the lowest percent of enrollment and Black students the highest percent of enrollment. Chapter 1 data are from the computerized student data base. These data reflect a duplicated count of students; that is, a student enrolled in both Chapter 1 reading and math classes would appear in both counts. These data are also cumulative for the school year and count students who were considered by the schools as having received services for all or part of the year. Percentages are based on October enrollments; therefore, the percentage of Chapter 1 students shown is slightly higher than might be expected.

Table 23

Chapter 1 Enrollment
February, 1987

	American Indian	White	Black	Asian	Hispanic	Total
Chapter 1 Reading						
Male	101	1,670	1,036	275	115	3,197
Female	85	1,233	863	209	81	2,471
Total	186	2,903	1,899	484	196	5,668
Chapter 1 Math						
Male	76	936	721	169	75	1,977
Female	60	811	699	133	57	1,760
Total	136	1,747	1,420	302	132	3,737
District	1,068	37,907	7,913	3,881	1,111	51,880
% Chapter 1 Reading	17.4	7.7	24.0	12.5	17.6	10.9
% Chapter 1 Math	12.7	4.6	17.9	7.8	11.9	7.2
Total in Chapter 1 Schools	767	20,326	6,568	2,670	816	31,147
% Chapter 1 Reading	24.3	14.3	28.9	18.1	24.0	18.2
% Chapter 1 Math	17.7	8.6	21.6	11.3	16.2	12.0

Project SEED

Special Elementary Education for Disadvantaged students (Project SEED) provides regular teachers with assistance from professional mathematicians. A nonprofit corporation since 1970, the project receives funding from government agencies, private industries, and universities. It offers services to school districts on a contractual basis.

The program in Portland offers an algebra-like curriculum to students in grades four and five. The curriculum is selected to improve the students' computational skills and prepare them for success in college preparatory mathematics courses.

Table 24 shows Project SEED enrollment by ethnic group. The data show that Black students had an enrollment rate more than five times higher than the district average. White, Asian, and American Indian students showed the lowest enrollments. Hispanic students had an enrollment rate similar to the district average. Project SEED data were provided by the Jefferson Cluster Director of Instruction Office.

Table 24

Project SEED Enrollment (Grades 4 and 5) by Ethnic Group
1986-87*

School	American Indian	White	Black	Asian	Hispanic	Total
Boise/Eliot	0	9	9	1	1	20
Humboldt	0	16	96	1	3	116
Irvington	1	16	21	1	1	40
King	2	8	96	0	2	108
Peninsula	0	19	5	1	2	27
Sabin	0	10	11	0	0	21
Vernon	0	8	17	0	0	25
Woodlawn	0	7	30	2	1	40
Total SEED	3	93	285	6	10	397
Grades 4 & 5 Enrollment	166	5,357	1,030	467	154	7,174
% in SEED	1.8	1.7	27.7	1.3	6.5	5.5

*Enrollments in SEED are as of February, 1987, and show the current enrollment for that date.

CHAPTER IV -- MULTIETHNIC/MULTICULTURAL EDUCATION

One of the district goals as established by the Board of Education is to provide an excellent multiethnic/multicultural education for all children. District staff continue to work toward the accomplishment of that goal. In elementary and middle schools, the Portland School District has tried to (a) increase the information and materials on various cultural contributions in subject matter areas, (b) increase inter-group affective education, and (c) maintain some offerings in foreign language and history. In high schools, the District has continued the use of global studies approaches to social science instruction. Throughout the district, ESL/Bilingual programs provide a great deal of language and cultural instruction for students whose home language is other than English.

The Portland Public Schools Curriculum Department has identified six major groups of United States citizens who have contributed to American cultures: Indian-American, African-American, Asian-American, Hispanic-American, Pacific Island-American, and European-American. The identification of these groups allow that department to look at how school curriculum can support the appreciation and knowledge of one's own culture and the culture of others.

Multicultural/Multiethnic Education Office

The Multicultural/Multiethnic Education Office, a division of the Curriculum Department, supports the development and implementation of education that is multicultural across the Portland School District. The staff collaborates

with appropriate district departments in an effort to accomplish the district's educational goal:

> "Develop in all students a better understanding and appreciation of the history, culture and contributions to society of various ethnic groups and cultures."

This goal is accomplished through the implementation of the following activities and events supported by the MC/ME Education Office:

1. Staff inservice sessions which address issues related to education that is multicultural;

2. special presentations to district staff as requested by directors of instruction, principals, integration service coordinators and other district staff;

3. staff participation in the textbook review process;

4. staff participation in curriculum materials review process;

5. lunch-time events, open to all staff and the public, that provide information about issues related to education that is multicultural (e.g., films, speakers, special programs, etc.);

6. publication of curriculum documents such as the African-American Baseline Essays, and the 1986-87 Multicultural Calendar;

7. announcements to all staff regarding special television features that present information on the different geo-cultural groups;*

8. lesson plans and other curriculum materials developed with the support of classroom teachers;

9. school resource packets that support classroom activities related to Martin Luther King, Jr.'s birthday, human relations month, women's week, etc.; and

10. dooperative work with museums, Portland State University and other districts in support of education that is multicultural.

Currently, staff from the MC/ME Office are involved in completing the training materials for the African-American staff inservice training. This includes the printing of the African American Baseline Essays for Art, Language Arts, Mathematics, Music, Science, and Social Studies in final format for teachers and other district staff; developing lesson plans for the six subject areas at each grade level from kindergarten through fifth grade; hosting a summer university class to train presenters on the use of the African-American Baseline Essays and other training materials; developing video tapes for staff inservice.

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*Geo-cultural groups = African-Americans, Asian-Americans, European-Americans, Indian-Americans, Hispanic-Americans, and Pacific-Island Americans.

In the spring of 1987 the MC/ME Office will initiate the formation of Task Forces for four additional geo-cultural groups (Indian-Americans, Asian-Americans, Hispanic-Americans, and Pacific-Island Americans). Each Task Force will identify issues and concerns related to curriculum and establish priorities. With the support of each Task Force, the staff of the MC/ME Education Office will develop an implementation plan for the 1987-88 school year. Table 25 shows the current status of curriculum development by geo-cultural group. This information was provided by the Multicultural/Multiethnic Education Office.

The MC/ME Office staff continue to work with the district MC/ME Task Force, initiated by Dr. Prophet, to ensure that plans move forward with input from teachers, administrators, Desegregation Monitoring Advisory Committee (DMAC), and other community groups.

Table 25
Status of Curriculum Development by Geo-Cultural Group
1986-87

Steps in Curriculum Development	Geo-Cultural Groups					
	African Americans	Asian Americans	European Americans	Indian Americans	Hispanic Americans	Pacific Island Americans
Task Group	C	P	P	P	P	P
Curriculum Materials	C	P	P	P	P	P
Inservice	C	P	P	P	P	P

P = Planned
C = Completed
N = Not Planned

The table above shows the status of curriculum development for each of the six identified geo-cultural groups.

ESL/Bilingual Office

The ESL/Bilingual Program addresses multicultural curriculum in three ways: 1) new student orientation, 2) appreciation and support for home language and culture, and 3) awareness of America's multicultural society. The program's Assessment Center provides an initial cultural orientation. The Newcomer programs provide nine to ten weeks of in-depth orientation to American culture. Each school with an ESL/Bilingual program provides its own in-building orientation. Basic skills classes, which include an orientation to American culture, are offered in certain middle and high schools. ESL instruction includes bilingual instruction, language and cultural classes and training for faculty and students. Bilingual instruction and school integration activities provide for awareness of our multicultural society.

The program also provides multicultural curriculum components for students from diverse linguistic and cultural backgrounds, especially in the areas of Hispanic and Asian languages and cultures and native language literacy. Native language literacy instruction is provided in the Newcomer schools and follow-up support is being coordinated with ethnic community language programs.

CHAPTER V -- TEACHING PERSONNEL

This chapter discusses the extent to which Portland Public Schools teaching staff reflects the cultural diversity of its students. Table 26 lists all the elementary schools in the district. For each school, it shows the percentage of that school's teachers and students in each of the five ethnic groups.

The data show that at each individual school, the ethnic distribution of its teachers somewhat corresponds with that of its students. Schools with an above average percentage of one group of students often have an above average percentage of teachers of that same group.

As one might expect, the smaller the number of students in the ethnic group, the less the likelihood that there is a teacher of that same group in the school. For example, there are 87 schools with small percentages of Hispanic students. Only 20 of these schools have any Hispanic teachers. Similarly, 88 schools have some American Indian students. Only eight of these have an American Indian teacher. There simply are not enough culturally diverse teachers for every school to match the diversity of its students.

If one looks at all elementary schools as a whole, a consistent pattern emerges. Except for White students, teacher percentages are generally less than one-half of their corresponding student percentages. For example, the percentage for American Indian students is 2.1. The percentage for American Indian teachers is only .5. For Blacks, the percentages are 15.6 for

students, 7.9 for teachers. For Asians, the ratio is 6.5 to 2.3; for Hispanics, 2.3 to 1.2. It is a goal of the district to recruit and retain more minority teachers to reduce these discrepancies.

Tables 27 and 28 present data for middle and high schools in the district. A pattern similar to elementary schools appears. At the district's high schools, the discrepancies between teacher and student ethnic distribution are more pronounced, as shown in Table 29.

At nine of the ten high schools, there are no American Indian or Hispanic teachers. The percentages of Black high school teachers (4.6) is less than a third of Black high school students (14.3).

Table 29 summarizes the comparison between the ethnic distribution of student enrollment and teaching staff. A ratio of greater than 1.0 indicates over-representation and a ratio of less than 1.0 suggests under-representation. The data show that at all school levels--elementary, middle, and high schools--White teachers are over-represented. All other ethnic groups are under-represented at all school levels, except Hispanic teachers at the middle school level with a ratio of 1.00.

Data on teaching personnel are from the district's computerized personnel data base and were reported to the Equal Employment Opportunity Commission in the fall of 1986. Data on students are from the 1986 Enrollment Report.

Table 26

Elementary School Teacher and Student Ethnic Group Percentages
October 1, 1986

	TEACHERS					STUDENTS				
School	AmIn	Wht	Blk	Asn	Hisp	AmIn	Wht	Blk	Asn	Hisp
Abernethy	0.0	92.3	0.0	0.0	7.7	1.2	76.4	7.5	12.9	2.0
Ainsworth	0.0	88.9	0.0	0.0	11.1	0.8	93.6	2.0	2.8	0.8
Alameda	0.0	88.9	11.1	0.0	0.0	1.8	88.9	7.0	1.6	0.7
Applegate	0.0	100.0	0.0	0.0	0.0	3.8	60.8	28.5	3.4	3.5
Arleta	0.0	94.4	0.0	5.6	0.0	1.6	83.6	3.6	9.9	1.3
Astor	0.0	88.2	5.9	5.9	0.0	2.7	90.0	2.4	3.3	1.6
Atkinson	0.0	92.3	0.0	0.0	7.7	2.4	78.7	1.4	14.0	3.5
Ball	0.0	90.0	0.0	10.0	0.0	5.4	42.3	45.4	5.0	1.9
Beach	0.0	92.8	3.6	0.0	3.6	2.0	63.7	18.3	8.0	8.0
Boise/Eliot	0.0	87.9	9.1	3.0	0.0	2.7	44.9	43.2	6.0	3.2
Bridger	0.0	87.5	12.5	0.0	0.0	5.0	83.0	1.9	4.7	5.4
Bridlemile	0.0	100.0	0.0	0.0	0.0	0.5	88.6	1.2	6.8	2.9
Brooklyn	0.0	75.0	25.0	0.0	0.0	0.7	83.0	5.0	7.0	4.3
Buckman	0.0	100.0	0.0	0.0	0.0	5.0	62.5	10.0	16.1	6.4
Capitol Hill	0.0	84.6	0.0	7.7	7.7	1.3	90.6	3.4	2.9	1.8
Chapman	5.9	88.2	5.9	0.0	0.0	3.6	85.0	5.8	3.6	2.0
Chief Joseph	0.0	86.6	6.7	6.7	0.0	1.5	81.5	8.5	3.0	5.5
Clark	0.0	100.0	0.0	0.0	0.0	2.5	88.5	1.9	5.6	1.5
Clarendon	0.0	81.2	12.5	6.3	0.0	2.9	64.6	24.3	5.3	2.9
Creston	0.0	93.3	0.0	6.7	0.0	2.2	84.8	2.2	7.6	3.2
Duniway	6.3	87.4	0.0	0.0	6.3	1.3	88.1	0.7	9.2	0.7
Edwards	0.0	100.0	0.0	0.0	0.0	1.5	88.3	4.5	3.8	1.9
Faubion	6.3	81.2	12.5	0.0	0.0	2.4	53.8	33.8	5.8	4.2
Glencoe	0.0	95.0	0.0	0.0	5.0	2.2	90.7	3.1	3.3	0.7
Grout	0.0	82.3	5.9	11.8	0.0	3.3	75.4	4.8	12.8	3.7

Table 26 (Continued)

Elementary School Teacher and Student Ethnic Group Percentages
October 1, 1986

	TEACHERS					STUDENTS				
School	AmIn	Wht	Blk	Asn	Hisp	AmIn	Wht	Blk	Asn	Hisp
Hayhurst	0.0	94.7	0.0	5.3	0.0	1.3	88.3	4.0	4.1	2.3
Hollyrood	0.0	83.3	16.7	0.0	0.0	0.5	93.2	1.6	4.2	0.5
Humboldt	0.0	47.6	42.9	9.5	0.0	1.9	10.9	83.2	1.0	3.0
Irvington	0.0	72.7	27.3	0.0	0.0	1.8	43.4	52.4	2.4	0.0
James John	0.0	82.7	4.3	4.3	8.7	6.0	75.4	4.2	12.1	2.3
Kelly	0.0	87.4	6.3	6.3	0.0	2.1	88.3	1.4	5.2	3.0
Kenton	0.0	100.0	0.0	0.0	0.0	2.5	73.1	13.4	7.4	3.6
King	0.0	74.3	22.9	0.0	2.8	2.4	28.6	67.2	1.1	0.7
Laurelhurst	0.0	94.7	0.0	5.3	0.0	0.2	83.0	5.1	10.5	1.2
Lee	0.0	92.9	7.1	0.0	0.0	1.4	89.2	2.5	6.1	0.8
Lent	0.0	100.0	0.0	0.0	0.0	1.3	89.2	2.6	3.3	3.6
Lewis	0.0	92.3	0.0	0.0	7.7	3.2	90.7	1.7	4.1	0.3
Llewellyn	0.0	100.0	0.0	0.0	0.0	1.6	93.2	0.6	3.6	1.0
Maplewood	0.0	91.7	8.3	0.0	0.0	0.9	93.7	1.5	2.7	1.2
Marysville	0.0	88.9	11.1	0.0	0.0	1.0	90.0	3.2	5.2	1.6
Meek	0.0	90.9	9.1	0.0	0.0	7.0	61.9	18.7	11.1	1.3
Peninsula	0.0	88.9	11.1	0.0	0.0	2.8	65.2	26.8	2.6	2.6
Rice	0.0	100.0	0.0	0.0	0.0	1.9	74.8	1.9	17.5	3.9
Richmond	0.0	91.7	8.3	0.0	0.0	3.3	85.1	2.2	6.9	2.5
Rigler	0.0	78.9	15.8	5.3	0.0	3.3	60.6	15.7	18.0	2.4
Rose City Park	0.0	96.0	0.0	0.0	4.0	1.5	75.0	3.0	20.2	0.3
Sabin	0.0	82.1	14.3	0.0	3.6	0.8	43.0	53.1	1.7	1.4
Scott	4.8	85.6	4.8	4.8	0.0	1.6	84.9	4.6	7.3	1.6
Sitton	0.0	85.7	9.5	4.8	0.0	3.4	80.8	10.0	2.2	3.6
Skyline	0.0	100.0	0.0	0.0	0.0	1.8	97.6	0.6	0.0	0.0
Smith	0.0	92.3	0.0	7.7	0.0	0.8	95.8	0.6	2.5	0.3

Table 26 (Continued)

Elementary School Teacher and Student Ethnic Group Percentages
October 1, 1986

	TEACHERS					STUDENTS				
School	AmIn	Wht	Blk	Asn	Hisp	AmIn	Wht	Blk	Asn	Hisp
Stephenson	0.0	78.6	14.3	7.1	0.0	0.5	93.6	0.8	3.1	2.0
Sunnyside	0.0	90.0	10.0	0.0	0.0	3.4	80.9	4.6	7.4	3.7
Vernon	0.0	85.7	10.7	0.0	3.6	1.7	32.4	59.5	3.0	3.4
Vestal	0.0	87.5	12.5	0.0	0.0	1.4	74.9	3.3	17.7	2.7
Whitman	0.0	95.0	5.0	0.0	0.0	0.6	91.6	2.0	2.2	3.6
Wilcox	0.0	100.0	0.0	0.0	0.0	0.4	68.7	1.3	29.2	0.4
Woodlawn	0.0	76.0	20.0	4.0	0.0	1.6	39.0	55.3	1.6	2.5
Woodmere	6.7	86.6	6.7	0.0	0.0	2.4	90.3	1.0	4.2	2.1
Woodstock	0.0	100.0	0.0	0.0	0.0	1.2	88.3	1.2	7.5	1.8
Youngson	0.0	100.0	0.0	0.0	0.0	0.0	87.9	1.1	7.6	3.4
Mean October 1, 1986	0.5	88.1	7.9	2.3	1.2	2.1	73.5	15.6	6.5	2.3
Mean October 1, 1984	0.3	89.5	7.1	2.1	1.0	1.9	74.4	14.9	6.7	2.1

Table 27

Middle School Teacher and Student Ethnic Group Percentages
October 1, 1986

	TEACHERS					STUDENTS				
School	AmIn	Wht	Blk	Asn	Hisp	AmIn	Wht	Blk	Asn	Hisp
Beaumont	0.0	80.6	9.7	6.5	3.2	1.2	67.6	29.1	1.8	0.4
Binnsmead	0.0	92.8	3.6	0.0	3.6	2.1	83.3	4.7	7.5	2.4
Fernwood	0.0	91.0	4.5	4.5	0.0	0.7	70.7	23.4	4.5	0.7
George	0.0	84.2	5.3	0.0	10.5	4.8	72.6	8.5	9.0	5.1
Glenhaven	0.0	66.7	33.3	0.0	0.0	1.5	51.0	5.0	41.5	1.0
Gray	0.0	94.1	0.0	0.0	5.9	0.9	88.3	3.1	5.7	2.0
Gregory Hts.	0.0	95.0	0.0	5.0	0.0	1.5	81.8	3.4	12.3	1.0
Hosford	0.0	100.0	0.0	0.0	0.0	2.5	72.5	5.5	16.4	3.1
Kellogg	0.0	100.0	0.0	0.0	0.0	3.4	79.5	1.7	12.8	2.6
Lane	5.3	84.1	5.3	0.0	5.3	2.4	87.6	1.4	4.5	4.1
Markham	0.0	87.0	4.3	8.7	0.0	0.4	91.4	4.1	2.7	1.4
Mt. Tabor	0.0	90.9	9.1	0.0	0.0	1.7	83.1	3.9	9.3	2.0
Ockley Green	0.0	80.0	20.0	0.0	0.0	2.6	56.0	28.4	9.7	3.3
Portsmouth	0.0	85.8	7.1	7.1	0.0	4.9	54.8	30.8	7.2	2.3
Sellwood	0.0	95.5	4.5	0.0	0.0	1.7	88.0	2.8	6.0	1.5
Tubman	2.7	59.5	29.7	0.0	8.1	1.8	29.6	64.4	1.8	2.4
West Sylvan	0.0	89.7	3.4	6.9	0.0	1.6	92.2	2.7	3.0	0.5
Whitaker	0.0	81.5	13.2	5.3	0.0	4.8	40.4	45.7	6.7	2.4
Mean October 1, 1986	0.5	86.4	8.4	2.6	2.1	2.3	71.0	16.7	7.9	2.1
Mean October 1, 1984	0.0	87.4	8.4	2.6	1.6	1.8	71.3	16.8	8.4	1.7

Table 28

High School Teacher and Student Ethnic Group Percentages
October 1, 1986

	TEACHERS					STUDENTS				
School	AmIn	Wht	Blk	Asn	Hisp	AmIn	Wht	Blk	Asn	Hisp
Benson	0.0	92.3	2.6	5.1	0.0	1.4	69.6	14.0	13.6	1.4
Cleveland	1.6	95.3	0.0	3.1	0.0	1.1	76.6	5.0	14.8	2.5
Franklin	0.0	90.7	5.6	3.7	0.0	1.6	81.9	4.6	9.8	2.1
Grant	0.0	89.7	5.9	1.5	2.9	1.4	66.5	24.1	6.6	1.4
Jefferson	0.0	85.3	13.2	1.5	0.0	2.0	45.1	43.5	6.6	2.8
Lincoln	0.0	94.3	3.8	1.9	0.0	0.6	83.7	7.9	6.7	1.1
Madison	0.0	93.4	3.3	3.3	0.0	2.1	64.5	15.4	16.7	1.3
Marshall	0.0	96.0	4.0	0.0	0.0	2.2	81.5	6.4	8.1	1.8
Roosevelt	0.0	91.1	6.7	2.2	0.0	4.2	73.4	10.4	8.9	3.1
Wilson	0.0	97.2	1.4	1.4	0.0	0.9	86.5	7.2	3.9	1.5
Mean October 1, 1986	0.2	92.4	4.6	2.5	0.3	1.6	72.9	14.3	9.4	1.8
Mean October 1, 1984	0.2	93.5	3.8	2.1	0.4	1.6	73.4	13.5	9.8	1.7

Table 29

Ethnic Percentage Ratios of Teaching Staff
October 1, 1986

	American Indian	White	Black	Asian	Hispanic
Elementary	.24	1.20	.51	.35	.52
Middle	.22	1.22	.50	.33	1.00
High	.13	1.27	.32	.27	.17

Note: Percentage ratios are obtained by dividing percentage of teachers of an ethnic group in the schools by percentage of students of the same ethnic group in the same schools. A ratio greater than 1.0 suggests over-representation; a ratio of less than 1.0 suggests under-representation.

Tables 30 and 31 show the number and percent of newly hired teachers in recent years. Data shown on Table 30 are from the district's computerized personnel data base. Data shown on Table 31 are also from the personnel data base but are for the months of July through September only. These latter figures were required by the Equal Employment Opportunity Commission. Both tables include regular classroom teachers and special education teachers but do not include substitutes or trainees. The data show that in recent years, nearly 90% of all new teachers hired have been white. It is a goal of the district to hire more minority teachers; however, numbers of minority teachers are limited and these teachers are in great demand by school districts across the country.

Table 30

New Hire Teachers by Ethnic Group*
1980-1986

Calendar Year		American Indian	White	Black	Asian	Hispanic	Total
1980**	Number	0	181	12	5	6	204
	Percent	0.0	88.7	5.9	2.5	2.9	100.0
1981	Number	0	116	11	9	2	138
	Percent	0.0	84.1	8.0	6.5	1.4	100.0
1982	Number	1	82	12	2	0	97
	Percent	1.0	84.5	12.4	2.1	0.0	100.0
1983	Number	0	127	6	4	0	137
	Percent	0.0	92.7	4.4	2.9	0.0	100.0
1984	Number	1	191	10	7	5	214
	Percent	0.5	89.2	4.7	3.3	2.3	100.0
1985	Number	1	217	15	9	2	244
	Percent	0.4	89.0	6.1	3.7	0.8	100.0
1986	Number	3	246	18	7	8	282
	Percent	1.1	87.2	6.4	2.5	2.8	100.0
Total	Number	6	1,160	84	43	23	1,316
	Percent	0.5	88.1	6.4	3.3	1.7	100.0

*As recorded on the district's computerized personnel data base.

**June 1 to December 31 only for 1980.

Table 31

New Hire Teachers by Ethnic Group*
July through September, 1985 and 1986

	American Indian	White	Black	Asian	Hispanic	Total
July through September, 1985						
Number	1	146	10	7	0	164
Percent	0.6	89.0	6.1	4.3	0.0	100.0
July through September, 1986						
Number	3	182	9	6	5	205
Percent	1.5	88.8	4.4	2.9	2.4	100.0

*As reported to the Equal Employment Opportunity Commission

The ESL/Bilingual Program recruits teachers who speak the home language of its participants. Table 32 shows the number of students by home language and the number of ESL/Bilingual instructional staff who speak their home language. Table 33 shows the ethnicity of the entire ESL/Bilingual staff. ESL data was provided by the district's ESL/Bilingual office.

In 1986-87 the ESL/Bilingual Program, working with Portland State University's School of Education, initiated a training program for bilingual paraprofessionals that will provide them with a basic Oregon teaching credential and a special certificate in ESL Multicultural Education. Fifty percent of the first 20 participants were paraprofessionals from the district's ESL/Bilingual Program. These candidates will complete their certification over the next two years. Additional participants are being sought by Portland State University. It is anticipated that the district will be able to hire certificated teachers from this group as well.

Table 32

ESL/Bilingual Teachers and Students by Language Group
1986-87

Primary Languages	Teachers	Parapro-fessionals	Total E/B Instructional Staff	E/B Students
Vietnamese	7	16	23	626
Laotian	1	6	7	202
Mien	0	6	6	185
Hmong	0	4	4	148
Cambodian	0	6	6	135
Chinese	7	3	10	124
Spanish	1	6	7	94
Tagalog (Phillipines)	1	1	2	33
Korean	1	1	2	29
Tigrinya (Ethiopia)	0	1	1	28
Japanese	1	0	1	16
German	1	0	1	3
Arabic	1	0	1	2
Thai	1	1	2	1
Farsi (Iran)	1	0	1	0
Other Foreign Languages	1	1	2	126
Total	24	52	76	1,752

Table 33

ESL/Bilingual Staff by Ethnicity
1986-87

Ethnic Group	Number	Percent
White	81	51.3
Asian	67	42.4
Hispanic	7	4.4
Black	2	1.3
American Indian	1	0.6
Total	158	100.0

CHAPTER VI -- POLITY REPRESENTATION

Various groups influence and shape Portland Public Schools' policies. This chapter identifies these groups and discusses the extent to which they reflect the cultural diversity of the district's students. The analysis focuses on three groups:

1. The district's central administration and its principals who play a key role in policy formation and implementation;

2. the district's central and cluster advisory committees which form a primary linkage between the district and the public in policy formation;

3. the Desegregation Monitoring Advisory Committee which has specific and general responsibilities in policy formation concerning culturally diverse children.

District Administration

The district administration presents information to the Board of Education, develops analyses, and advises the Board on policy formation. The Superintendent is Black. His assistant, the Executive Deputy Superintendent, is White. There is one Assistant Superintendent who is Black. There are eight Directors of Instruction, each having responsibility for instruction in a designated geographic area in the district. Six are White and two are Black. The Directors of Administrative Support, Curriculum, Evaluation, Finance,

Grants Management, Line Support, Personnel, Physical Plant, Public Information, and Special Instruction have broad responsibilities which regularly involve them in the development of policies concerning culturally diverse children. Nine of these directors are White, one is Black. The district has 90 principals: 74 White, 13 Black, 2 Asian, and 1 Hispanic.

Local School Advisory Committee

The first level of citizen involvement occurs at the school level. To assure systematic participation of parents and other citizens in the education of young people, each school has a local school advisory committee (LSAC). Each school decides on the specific number of members to serve on their committee.

Cluster Advisory Committee

The cluster advisory committee (CAC) represents the second level of citizen involvement. The CAC is committed to the same purpose as the LSAC, but on a cluster level. Each high school, middle school, or elementary school is part of a CAC. The CAC advises the Director of Instruction on educational programs and building needs of the schools in the cluster to assure consistency with the educational goals of the district.

Central Budget Review Committee

The central departments of the district consist of six units each having a central budget review committee (CBRC). The CBRC reviews the goals and objectives of the district, the previous year's recommendations, and the Board

and administrative responses to those recommendations. The committee also reviews the budget of its central department and provides written comments to assure that the budget is supportive of district goals and objectives.

Budget Coordinating Committee

The budget coordinating committee (BCC) annually reviews the findings of local, cluster, and central department budget review committees throughout the district and produces a report with recommendations to the Board of Education. The BCC advises the Board on the relationship between adopted goals and objectives and the proposed budget to assure that budgeting is consistent with the established direction of the district. It provides communication on budget matters between the schools in each cluster and the Board and makes specific recommendations based on its findings. Seven members of the BCC are appointed by the Board. The remaining nine members are designated by the CACs to represent each high school geographical area.

Desegregation Monitoring Advisory Committee

The Board of Education established the Desegregation Monitoring Advisory Committee (DMAC) in April, 1980. At its inception, the DMAC consisted of 17 members each representing a specific organization. By the winter of 1986-87, DMAC membership had grown to 129 persons representing 20 organizations and 11 schools.

Although the LCACs, CACs, CBRC, BCC, and DMAC are not the only citizen policy groups affiliated with Portland Public Schools, they are the major groups concerned with general district policy. Table 34 presents data on ethnic distribution of membership of these groups and ethnic percentages of students in the district.

Table 34

Ethnic Percentages of Policy Group Membership*
1986-87

Policy Group	American Indian %	White %	Black %	Asian %	Hispanic %
Board of Education	0	100	0	0	0
District Administration	0	76	24	0	0
Principals	0	83	14	2	1
DMAC	2	40	54	2	2
BCC	0	88	12	0	0
CACs:					
Cleveland	0	94	6	0	0
Franklin/Marshall	0	100	0	0	0
Grant/Benson	0	100	0	0	0
Jefferson	0	67	25	0	8
Lincoln	0	100	0	0	0
Madison	0	92	8	0	0
Roosevelt	0	100	0	0	0
Wilson	0	100	0	0	0
Total CACs:	0	91	7	0	2
Students	2	73	15	8	2

* Please note that the numbers in this table represent percentages.

A comparison between the ethnic distribution of student enrollment and that of policy groups shows a pattern of discrepancies. In Table 35, a ratio greater than 1.0 indicates over-representation. Conversely, a ratio less than 1.0 suggests under-representation. The data show that American Indians, Asians, and Hispanics are under-represented in most cases. Whites are over-represented except in DMAC. Blacks are under-represented in CACs, well-represented in central administration and DMAC, and close to average representation in principalships.

Table 35

Ethnic Percentage Ratios of Policy Groups
1986-87

Policy Group	American Indian	White	Black	Asian	Hispanic
District Administration	.0	1.04	1.60	.0	.0
Principals	.0	1.14	.93	.25	.50
CACs	.0	1.25	.47	.0	1.00
DMAC	1.00	.55	3.60	.25	1.00

Note: Percentage ratios are obtained by dividing percentage of persons of an ethnic group in a policy group by percentage of students of the same ethnic group in the overall student enrollment. A ratio greater than 1.0 suggests over-representation; a ratio less than 1.0 suggests under-representation.

CHAPTER VII -- CONCLUSIONS

This report has addressed five areas of concern relating to culturally diverse students in Portland Public Schools. We chose these areas because they cover a broad range of issues relevant to the education of such children. Within each area, we have selected variables that are representative of the area to provide a general picture of conditions facing culturally diverse children in the district.

FINDINGS

The following is a summary of findings from the analysis of the data.

Student Achievement. What are the levels and rates of gain of performance of culturally diverse student groups in Portland Public Schools?

This report presents analyses of five areas of student achievement: test scores, school grades, absences, high school dropout rates, and suspension rates.

Longitudinal data on elementary basic skills achievement over a seven-year period provided some evidence that while the average levels of minority student achievement are lower than the average levels of non-minority student achievement, the differences are generally becoming smaller.

At the secondary level, approximately 96 percent of high school seniors were eligible to receive a standard high school diploma in 1986-87 due to their having demonstrated the levels of basic skills proficiency required to pass the district's basic skills Graduation Standards Tests (GST). This was up from 92.9 percent in 1985-86. A generally disproportionate percentage of the students not passing the district's Graduation Standards Test have been minority students. This disproportion has, however, been declining. It occurs primarily among those Asian students who are recent southeast Asian refugees. In 1983-84, 52.3 percent of the students not passing the GST were Asian; in 1984-85, this dropped to 50.2 percent; in 1985-86, the percentage dropped substantially to 37.5 percent; and in 1986-87, it was up slightly to 42.3 percent. The percentage of Black students not passing the GST has also decreased over the past four years. In 1983-84, 22.8 percent were Black; in 1984-85, the percentage had dropped to 18.6; in 1985-86, 18.1 percent were Black; and in 1986-87 the percent was halved to 8.9 percent. The number of Hispanic and American Indian students not passing the Graduation Standards Test has been consistently low over the past four years.

Asian students had the highest GPA and averaged a total GPA of 2.83 (a B-). White students had the second highest GPA and averaged 2.46 (a C+). Hispanic, American Indian, and Black students averaged a total GPA of about 2.0 (a C).

Asian and White students showed the smallest number of class absences. American Indian, Black, and Hispanic students had above average class absences; Black students had only very slightly higher than average class absences.

The data show a general decrease in dropout rates in the district in recent years. Asian students showed a remarkably low dropout rate relative to the other groups, averaging 5.6 percent for 1986-87. American Indian students had the highest dropout rate, averaging 15.5 percent for the same year. Numbers of American Indian students are very low, however, and therefore this figure is not statistically significant. The dropout rate for White and Black students was nearly the same as the district average of 7.2 percent. Hispanic students had dropout rates of 9.3 percent.

The percentage of high school seniors graduating in June, 1987 varied from 84.2 percent to 92.4 percent among the different ethnic groups with the district overall average of 91.0 percent. The graduation rates of seniors was higher in June of 1986 and 1987 than in previous years.

Suspension rates have declined over the past several years for most ethnic groups. Black and American Indian students, however, showed a suspension rate that was higher than those of other groups. They average 6.4 and 6.0 percent suspensions for the 1986-87 school year as compared with the district average of 4.2. Asian students had the lowest rate, averaging only 1.7 percent for the same year. Hispanic students showed a suspension rate very close to the district average. White students' suspension rate was below the district average.

Program Access. To what extent do children from diverse cultures participate in district programs?

This analysis examined six program areas: talented and gifted programs (TAG), high school magnet programs, special education programs, ESL/Bilingual programs, Chapter 1 programs, and Project SEED.

Asian and White students showed the highest participation in TAG. Their rates, 8.5 and 8.1 percent respectively in the 1986-87 school year, were more than twice as high as those of other ethnic groups. American Indian, Black and Hispanic students had a participation rate of about three percent.

Black students had the highest participation in the magnet programs, averaging 11.4 percent for the 1986-87 school year. Hispanic students also showed an above average rate of participation. Their rate was 9.3 percent in 1986-87. Participation rates for American Indian, Asian, and White students were slightly below the district average of 8.8 percent.

The overall percentage of students enrolled in special education programs has decreased slightly over the past three years. In 1984-85 and 1985-86, the percentage was 10.5 percent; this decreased to 10.0 percent in 1986-87. The greatest decreases appear for American Indian, Black, and Hispanic students enrolled in Learning Disabled classes.

Chapter 1 participation was high for all groups except White students. For the 1985-86 school year, the participation rate for Black students (24.0 percent for reading and 17.9 percent for math) was twice as high as the district average of 10.9 percent for reading and 7.2 percent for math.

Participation rates for American Indian and Hispanic students were also higher than the district average. Participation rates for Asian students were very close to the district average.

In proportion, more Black students were enrolled in Project SEED than any other ethnic group. Their participation rate of 27.7 percent for 1986-87 was more than five times as high as the district average of 5.5 percent. Asian, White, and American Indian students had the lowest rate, averaging between one and two percent. Hispanic students averaged 6.5 percent.

Multicultural Curriculum. In what ways does Portland Public Schools' curriculum address appreciation and knowledge of one's own culture and the culture of others?

The district has made a concerted effort to expand its multicultural curriculum. The Curriculum Department has identified six major geo-cultural groups which have contributed to the American cultures. It has used this categorization to organize its multicultural curriculum.

The content of the multicultural core curriculum is referenced to the six major geo-cultural groups. The department has developed a cross-referenced grid linking existing planning documents, instructional materials, and kev cultural concepts with the major geo-cultural groups.

The Multicultural/Multiethnic Education Office coordinated Task Forces for five geo-cultural groups: African-Americans, Indian-Americans, Asian-Americans, Hispanic-Americans, and Pacific Island-Americans.

In addition, the ESL/Bilingual program provides new students orientation, appreciation and support for home language and culture, and awareness of American's multicultural society; it has developed curriculum materials for students from diverse linguistic and cultural backgrounds.

Teaching Personnel. Does Portland Public Schools' teaching staff reflect the cultural diversity of its students?

At each individual school, the ethnic distribution of its teachers somewhat corresponds with that of its students. Schools with an above average percentage of one group of students often have an above average percentage of teachers of the same group. Looking at the district as a whole, however, one finds a consistent pattern of discrepancies. Except for White students and teachers, teacher percentages are generally less than one-half of the respective student percentages. The discrepancies between teacher and student ethnic distribution are most pronounced at the high school level. For the past seven years 88.1 percent of the district's newly hired teachers were White due to the fact that numbers of minority teachers are limited and these teachers are in great demand by school districts across the country.

Polity Representation. Do the groups which participate in the formulation of district policies reflect the cultural diversity of the district's students?

This report has reviewed the ethnic composition of district central administration and school principals, Citizen Advisory Committees (CACs), and the Desegregation Monitoring Advisory Committee (DMAC). The data indicate that three groups (American Indian, Asian and Hispanic) were consistently

under-represented in such policy groups. Blacks were well represented in central administration and DMAC, under-represented in CACs, and close to average representation in principalships.

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